

## Comprehensive School Improvement Plan (CSIP) Rule/Statute Interpretation Matrix Accredited Nonpublic Schools

- The CSIP is a district-wide planning tool that guides the instructional focus (goal priorities) accredited nonpublic schools in Iowa. A CSIP does not contain all that a school does; it contains actions that are centered on improving teaching and learning, at a minimum, in the areas of reading, mathematics, science, and other local indicators for student achievement.
- The CSIP has several functions: 1) five-year vision/direction for alignment of school efforts and 2) five-year plan to improve teaching and learning.
- Note: The CSIP topic numbers are identical with the numbers in the original CSIP matrix that included requirements for public school districts.

### What do data tell us about our student learning needs?

Citation	Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance
281—IAC 12.8(1)(b)(2) and 281—IAC 12.7(1)(a)(1),	1. Long-range data analysis	<i>Chapter 12</i> The long-range needs assessment process shall include provisions for . . .analyzing. . . information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following: 1) state indicators and other locally determined indicators, 2) locally established student learning goals, and 3) specific data collection required by federal and state programs.	<ul style="list-style-type: none"> <li>• The process for collection and analysis of long-range needs assessment data is locally determined.</li> <li>• The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators: <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Mathematics</li> <li>3. Science</li> <li>4. Dropouts</li> <li>5. High school seniors intending to pursue post-secondary education</li> <li>6. High school students/indicators of post-secondary success</li> <li>7. High school graduates completing core program</li> </ol> </li> <li>• “Analysis” means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.</li> <li>• “Additional factors” are locally determined - indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a).</li> </ul>	<p>LRDA1. The comprehensive school improvement plan (CSIP) does not contain long range data collection and analysis over time. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA2. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment for state indicators. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA3. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally determined indicators. 281—IAC 12.8(1)(b)(2)(1)</p> <p>LRDA4. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally established student learning goals. 281—IAC 12.8(1)(b)(2)(2)</p>

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281—IAC 12.8(1)(a)(1)(2)	2. Major educational needs	<i>Chapter 12</i> The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years: ...major educational needs....	<ul style="list-style-type: none"> <li>How the school or school district defines “local community” is a local decision.</li> <li>How the school or school district seeks input from the community is a local decision.</li> <li>A school or school district is not limited to conducting a needs assessment only once every five years. Continuous needs assessment implies a variety of techniques over time.</li> <li>What titles/labels the school or school district uses to identify major educational needs are locally determined.</li> </ul>	<p>LC3. The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about major educational needs. 281—IAC 12.8(1)(a)(1)</p> <p>LC4. The comprehensive school improvement plan (CSIP) does not contain major educational needs. 281—IAC 12.8(1)(a)(1)(2)</p>

What do/will we do to meet student learning needs?

Citation	Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance Statement
281—IAC 12.8(1)(a)(1)(3)	5. Student learning goals	The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years: student learning goals	<ul style="list-style-type: none"> <li>“Student learning goals” means general statements of expectations for all graduates.</li> <li>The type and number of student learning goals is locally determined.</li> <li>Student learning goals may reflect the state indicators pursuant to 12.8(3)(a).</li> </ul>	<p>LC5. The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about student learning goals. 281—IAC 12.8(1)(a)(1)(2)</p> <p>LC6. The comprehensive school improvement plan (CSIP) does not contain student learning goals. 281—IAC 12.8(1)(a)(1)(2)</p>
281—IAC 12.8(1)(b)(3)	6. Long-range reading, mathematics, and science goal(s)	The board, with input from its school improvement advisory committee, shall adopt long-range goals to improve student achievement . . .	<p>“Long range goals” means desired targets to be reached over an extended period of time.</p> <p><b><u>Long range goal to address reading achievement under No Child Left Behind</u></b></p> <ul style="list-style-type: none"> <li>A school district may chose to use its state trajectory goal(s) under the No Child</li> </ul>	LRG1. The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of reading. 281—IAC 12.8(1)(b)(3)

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			<p>Left Behind Act of 2001 (100 percent of students proficient in reading by 2013-2014) as its long range goal to address reading and mathematics achievement.</p> <p><b><u>Long range goals under 281—IAC 12.8</u></b> For long range goals written under 281—IAC 12.8 (for accredited nonpublic schools and school districts that chose to write long range goals in addition to the state trajectory goals for reading and mathematics), the following criteria apply:</p> <ul style="list-style-type: none"> <li>• Long-range improvement goals may or may not contain a percentage increase.</li> <li>• A long-range goal may contain more than one content area.</li> <li>• Long-range goals may be based upon a specific subgroup, not necessarily based on an entire population.</li> <li>• Long-range improvement goals must be based on improving student achievement, not maintaining student achievement.</li> <li>• The long-range goal might not contain the words “reading,” “mathematics,” or “science,” but the goal must contain language that leads to the improvement of achievement in those areas (e.g., a literacy goal).</li> <li>• Long-range goals may address areas in addition to reading, mathematics, and science. These additional areas are locally determined.</li> <li>• The long-range goal should be aligned with needs assessment data.</li> </ul> <p><i>Note: Any accredited nonpublic school or public school district that houses students in grades eight and eleven must have a long range goal(s) for science. A district or</i></p>	<p>LRG2 The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of mathematics. 281—IAC 12.8(1)(b)(3)</p> <p>LRG 3 The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of science. 281—IAC 12.8(1)(b)(3)</p>

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			<i>accredited nonpublic school is not required to have a long-range goal in science if it does not house grades eight and eleven.</i>	
281—IAC 12.5(8)	7. MCGF goals	Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall include the following: <ul style="list-style-type: none"> <li>a) Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.</li> <li>b) Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and</li> </ul>	<ul style="list-style-type: none"> <li>• Whether or not the school or school district has separate MCGF goals in its CSIP or incorporates MCGF goals into student learning goals, local indicators, long-range goals, content standards, and/or annual improvement goals is locally determined.</li> <li>• Local MCGF goals may address any of the following: inclusion of contributions and perspectives of diverse racial/ethnic groups, including men and women and persons with disabilities; awareness of and respect for diversity; living skills related to diversity; and/or achievement goals for student subgroups.</li> <li>• The method by which MCGF is incorporated into the total educational program is a local decision.</li> </ul>	MCGF3. The comprehensive school improvement plan (CSIP) does not contain goals that support the incorporation of MCGF into the educational program. 281—IAC 12.5(8)

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		contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.		
281—IAC 12.8(1)(d)	12. Actions to meet the needs	Actions shall include, but are not limited to, addressing the improvement of curricular and instructional practices to attain the long-range goals and annual improvement goals.	<ul style="list-style-type: none"> <li>• The actions are aligned with long range goals.</li> <li>• Specific district-wide actions are locally determined.</li> </ul>	<p>AMN1.The comprehensive school improvement plan (CSIP) does not contain actions that address the improvement of curricular and instructional practices for obtainment of long range and annual improvement goals in reading. 281—IAC 12.8(1)(d)</p> <p>AMN2.The comprehensive school improvement plan (CSIP) does not contain actions that address the improvement of curricular and instructional practices for obtainment or long range and annual improvement goals in mathematics. 281—IAC 12.8(1)(d)</p> <p>AMN3.The comprehensive school improvement plan (CSIP) does not contain actions that address the improvement of curricular and instructional practices for obtainment or long range and annual improvement goals in science. 281—IAC 12.8(1)(d)</p>

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281 – IAC 12.7(1),	18. Professional Development: Research-based	<i>Chapter 12</i> ...and shall emphasize the research-based practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan.	<i>Note: For public school districts and accredited nonpublic schools.</i> <ul style="list-style-type: none"> <li>While the CSIP must contain evidence of research-based staff development practices, the choice with regard to specific strategies is locally determined.</li> </ul>	PD5. The comprehensive school improvement plan (CSIP) does not contain evidence of any research-based staff development practices. 281—IAC 12.7(1) and District Career Development Plan Iowa Code section 284.6(1)(b), Mentoring and Induction Program 281—IAC 83.3(2)(h)(2), and/or Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3115(c)(2)(C)

**How do/will we know student learning has changed?  
(student data)**

Citation	Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance Statement
281—IAC 12.8(1)(f)	25. Assessment of all students	Each school or school district shall include in its comprehensive school improvement plan provisions for district-wide assessment of student progress for all students.	<ul style="list-style-type: none"> <li>District-wide means all attendance centers within a school district or accredited nonpublic school.</li> <li>District-wide assessment means large-scale achievement or performance measures.</li> <li>All schools or districts must use the ITBS and the ITED or be prepared to demonstrate that any other tests are valid and reliable and aligned to the core content standards and benchmarks corresponding to the ITBS and the ITED.</li> <li>All students with an Individualized Education Plan (IEP) must be assessed in reading and mathematics. The majority of students with an IEP are able to participate with or without accommodations. The IEP team</li> </ul>	DWAP1. The comprehensive school improvement plan (CSIP) does not contain evidence that all students are included in district-wide assessments used to measure goal progress with reading and mathematics. 281—IAC 12.8(1)(f)

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			<p>determines this participation.</p> <ul style="list-style-type: none"> <li>All students must participate in district-wide assessments unless a student's IEP designates an alternate assessment.</li> <li>The district-wide assessment plan must assess student progress on all content standards in reading, mathematics, and science.</li> </ul>	
281—IAC 12.8(1)(f)(1)	26. Multiple measures in reading	A school or school district shall use additional assessments to measure progress on locally determined content standards in reading.	<ul style="list-style-type: none"> <li>Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data.</li> <li>The multiple measure/s can be given at any grade level. This is a local decision.</li> <li>At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in reading.</li> </ul>	DWAP6. The CSIP does not demonstrate that at least one multiple measure is used district-wide to assess student progress in reading. 281—IAC 12.8(1)(f)(1)
281—IAC 12.8(1)(f)(1)	28. Multiple measures in mathematics	A school or school district shall use additional assessments to measure progress on locally determined content standards in mathematics.	<ul style="list-style-type: none"> <li>Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data.</li> <li>The multiple measure/s can be given at any grade level. This is a local decision.</li> <li>At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in mathematics.</li> </ul>	DWAP7. The CSIP does not demonstrate that at least one multiple measure is used district-wide to assess student progress in mathematics. 281—IAC 12.8(1)(f)(1)
281—IAC 12.8(1)(f)(1)	29. Multiple measures in science	A school or school district shall use additional assessments to measure progress on locally determined content standards in science.	<ul style="list-style-type: none"> <li>Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data.</li> <li>The multiple measure/s can be given at any grade level. This is a local decision.</li> </ul>	DWAP8. The comprehensive school improvement plan (CSIP) does not demonstrate that at least one multiple measure is used district-wide to assess student progress in science. 281—IAC 12.8(1)(f)(1)

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			<ul style="list-style-type: none"> <li>At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in science.</li> </ul>	

**How will we evaluate our programs and services to ensure improved student learning?  
(implementation data)**

Note: Program evaluation does not have to be separate evaluation methods and/or data points for each program. In some cases, the evaluation may address several programs at the same time.

Citation	Topic	Rule	Rule Interpretation	Noncompliance Statement
281—IAC 12.8(1)(e)	31. Evaluation of the comprehensive school improvement plan	A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.	<ul style="list-style-type: none"> <li>"Strategies" to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively.</li> <li>Strategies to collect data and information are locally determined.</li> </ul>	ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)